**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Third Grade – Module 5**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Third Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 5 Grading Guidance:**

* The standards assessed in Module 5 will not be assessed again. (See checklist on page 3.)

**Updates**

We recommend reviewing assessments prior to teaching the module. This will aid in making planning decisions for each lesson. Note: Assessments are available at the back of each module in the teacher binders.

**Grade 3 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are first assessed in Module 5.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 3 MODULES | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3.OA | 1\* | X |  |  |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |
| 3\* | X |  | X |  |  |  |  |
| 4\* | X |  | X |  |  |  |  |
| 5\* | X |  | X |  |  |  |  |
| 6\* | X |  |  |  |  |  |  |
| 7\* | X | X | X |  |  |  |  |
| 8\* | X |  | X |  |  |  |  |
| 9\* |  |  | X |  |  |  |  |
| 3.NBT | 1 |  | X |  |  |  |  |  |
| 2 |  | X |  |  |  |  |  |
| 3 |  |  | X |  |  |  |  |
| 3.NF | 1\* |  |  |  |  | X |  |  |
| 2a\* |  |  |  |  | X |  |  |
| 2b\* |  |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |  |
| 3b\* |  |  |  |  | X |  |  |
| 3c\* |  |  |  |  | X |  |  |
| 3d\* |  |  |  |  | X |  |  |
| 3.MD | 1\* |  | X |  |  |  |  |  |
| 2\* |  | X |  |  |  |  |  |
| 3 |  |  |  |  |  | X |  |
| 4 |  |  |  |  |  | X | X |
| 5a\* |  |  |  | X |  |  |  |
| 5b\* |  |  |  | X |  |  |  |
| 6\* |  |  |  | X |  |  |  |
| 7a\* |  |  |  | X |  |  |  |
| 7b\* |  |  |  | X |  |  |  |
| 7c\* |  |  |  | X |  |  |  |
| 7d\* |  |  |  | X |  |  |  |
| 8 |  |  |  |  |  |  | X |
| 3.G | 1 |  |  |  |  |  |  | X |
| 2 |  |  |  |  | X |  |  |

**Third Grade Module 5: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 5: Mid-Module Assessment** | | | | | | | | | |
| **Domain** | | | | **Standards** | | | | | |
| Question | Number and Operations - Fractions | | Geometry | | 3.NF.1 | | 3.NF.3c | | 3.NF.3d | 3.G.2 |
| 1 | 0 1 2 3 | |  | | X | |  | |  |  |
| 2a |  | | 0 1 2 3 | |  | |  | |  | X |
| 2b | 0 1 2 3 | |  | |  | | X | |  |  |
| 3 | 0 1 2 3 | | 0 1 2 3 | |  | |  | | X | X |
| 4 | 0 1 2 3 | | 0 1 2 3 | | X | |  | | X | X |
|  | |  | |  |  |  | |
| Domain  Score | Number and Operations - Fractions | | Geometry | |  | |
| Level |  | |  | |
| Level 3 | 10-12 points | | 8-9 points | |
| Level 2 | 6-9 points | | 5-7 points | |
| Level 1 | 0-5 points | | 0-4 points | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Third Grade Module 5: Mid-Module Assessment Task Score Sheet (continued)**

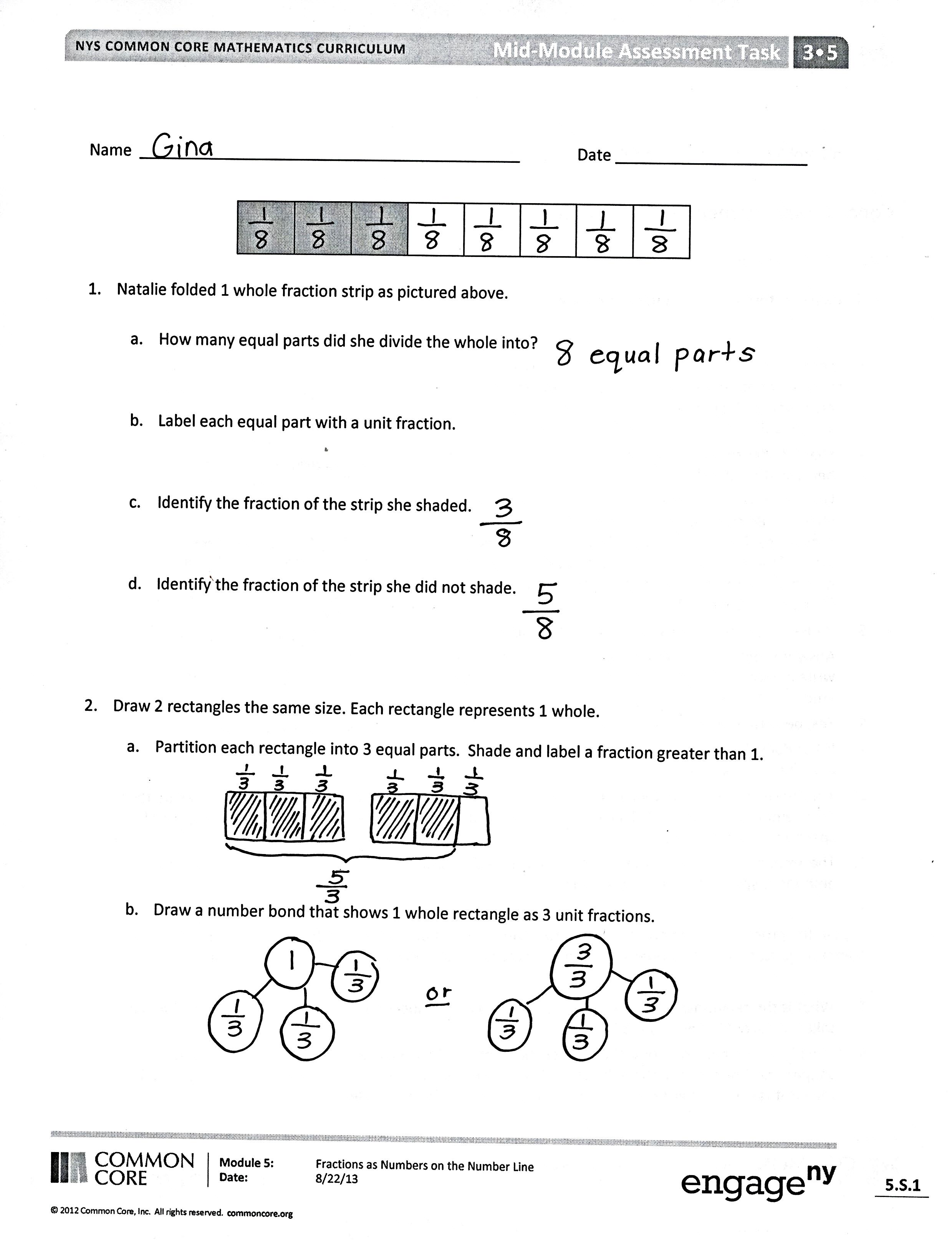
|  |
| --- |
| Mid-Module Assessment Task (Topics A–C)  Clusters and Standards Addressed |
| Develop understanding of fractions as numbers.  3.NF.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by *a* parts of size 1/*b*.  3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.  c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line.*  d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.  Reason with shapes and their attributes.  3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.* |

**Third Grade Module 5: Mid-Module Assessment Task Rubric**

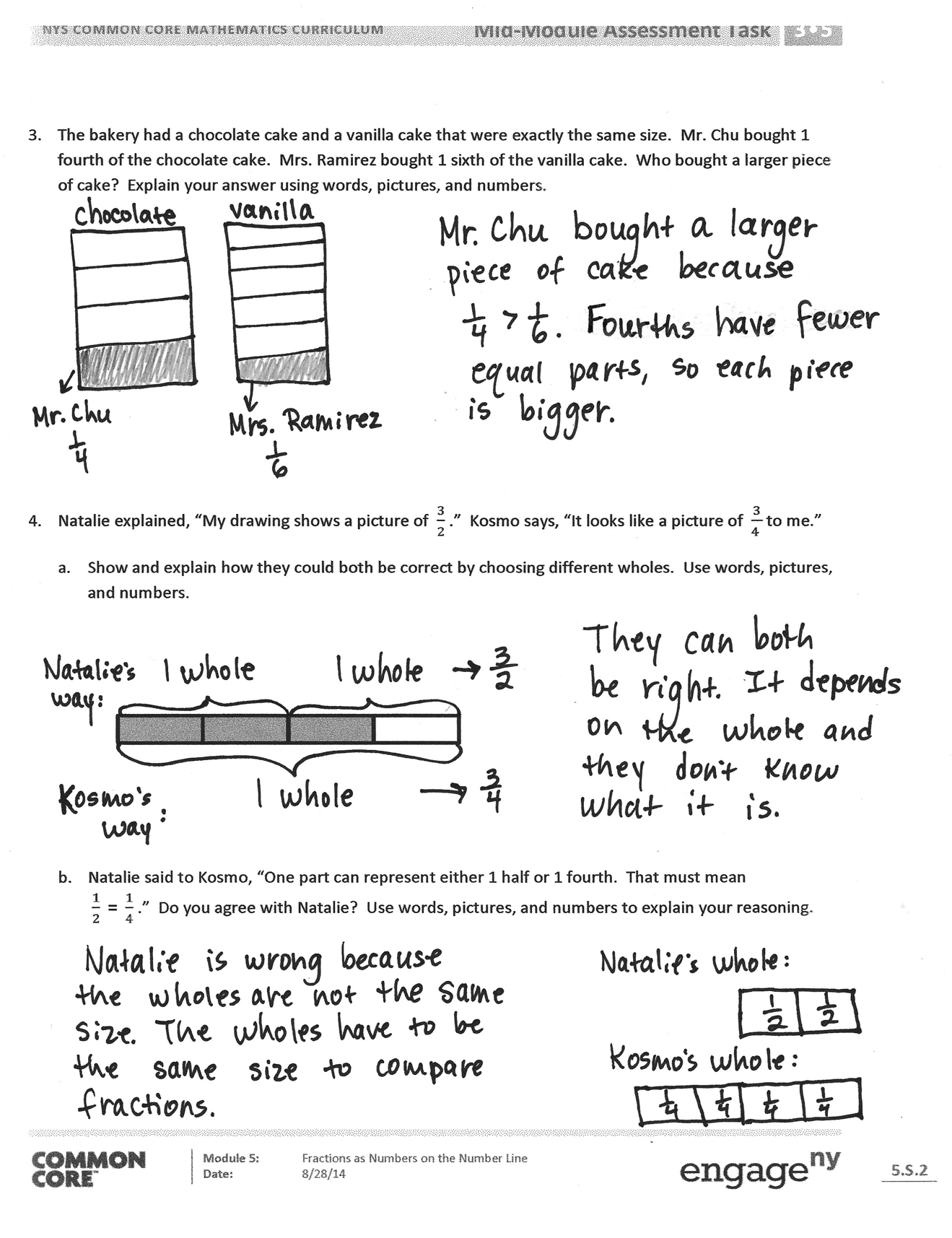
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1**  3.NF.1 | The student correctly answers **0-1** of the 4 parts. | The student correctly answers **2** of the 4 parts. | The student correctly answers **3** of the 4 parts. | The student correctly answers all **4** parts. (See below.) |
| 1. **(1)** Identifies how many parts the whole is divided into—8. 2. **(2)** Labels each unit fraction as . 3. **(3)** Identifies the fraction shaded. 4. **(4)** Identifies the fraction unshaded. | | | |
| **2a\***  3.G.2 | The student is unable to divide shapes into parts with equal areas. | The student attempts to divide rectangles into thirds. | The student correctly shows two rectangles divided into thirds with a fraction greater than 3/3 shaded OR labeled. | The student correctly shows two rectangles divided into thirds with a fraction greater than 3/3 shaded AND labeled. |
| **2b\***  3.NF.3c | The student is unable to draw a number bond that shows 1 whole rectangle as 3 unit fractions. | The student attempts to write a number bond. | The student writes a number bond with the whole as 1 or 3/3, but shows parts that are not unit fractions. | The student writes a number bond with the whole as 1 or , and , , and as the parts. |
| **3**  3.NF.3d 3.G.2  Use this rubric to double score #3 (use the same rubric for NF score and G score) | The student’s work shows no evidence of being able to partition the cakes into fractional units to make sense of the problem. | The student incorrectly states that Mrs. Ramirez bought the larger piece, but shows evidence of partitioning cakes into fractional units. | The student states that Mr. Chu bought the larger piece of cake, but explanation is unclear. | The student clearly explains that Mr. Chu bought the larger piece of cake using words, pictures, **and/or** numbers. |
| **4\***  3.NF.1 3.NF.3d 3.G.2  Use this rubric to double score #4 (use the same rubric for NF score and G score) | The student is unable to correctly answer any part. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers all **3** parts. (See below.) |
| 1. Uses words, pictures, **and/or** numbers to explain how the picture can be interpreted two ways: **(1)** As 4 halves with shaded, the whole being defined by the middle line of the strip and **(2)** as 4 fourths with shaded, with the whole being defined by the entire strip. 2. **(3)** Uses word, pictures, **and/or** numbers to explain that Natalie is not correct because the whole is different for each fractional unit. | | | |

**Third Grade Module 5: Mid-Module Assessment Task Key**



**Third Grade Module 5: Mid-Module Assessment Task Key (continued)**



**Third Grade Module 5: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Note: Problem 5 is scored differently since it is a timed assessment of fluency. Students complete as many problems as they can in 2 minutes. Although this page of the assessment contains 40 questions, answering 30 correct within the time limit is considered passing.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 5: End-of-Module Assessment** | | | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | | | |
| Question | Number and Operations - Fractions | Geometry | | 3.NF.1 | 3.NF.2a | 3.NF.2b | 3.NF.3a | 3.NF.3b | 3.NF.3c | 3.NF.3d | 3.G.2 |
| 1 | 0 1 2 3 |  | |  | X |  | X |  |  |  |  |
| 2 | 0 1 2 3 | 0 1 2 3 | | X |  |  |  | X |  |  | X |
| 3 | 0 1 2 3 |  | | X |  |  |  |  |  | X |  |
| 4 | 0 1 2 3 |  | | X | X | X | X | X | X | X |  |
|  | |  |  |  |  | | | | | | |
| Domain  Score | Number and Operations - Fractions | Geometry | |  |
| Level |  |  | |  |
| Level 3 | 10-12 points | 3 points | |  |
| Level 2 | 6-9 points | 2 points | |  |
| Level 1 | 0-5 points | 0-1 points | |  |

Notes:

**Third Grade Module 5: End-of-Module Assessment Task Score Sheet (continued)**

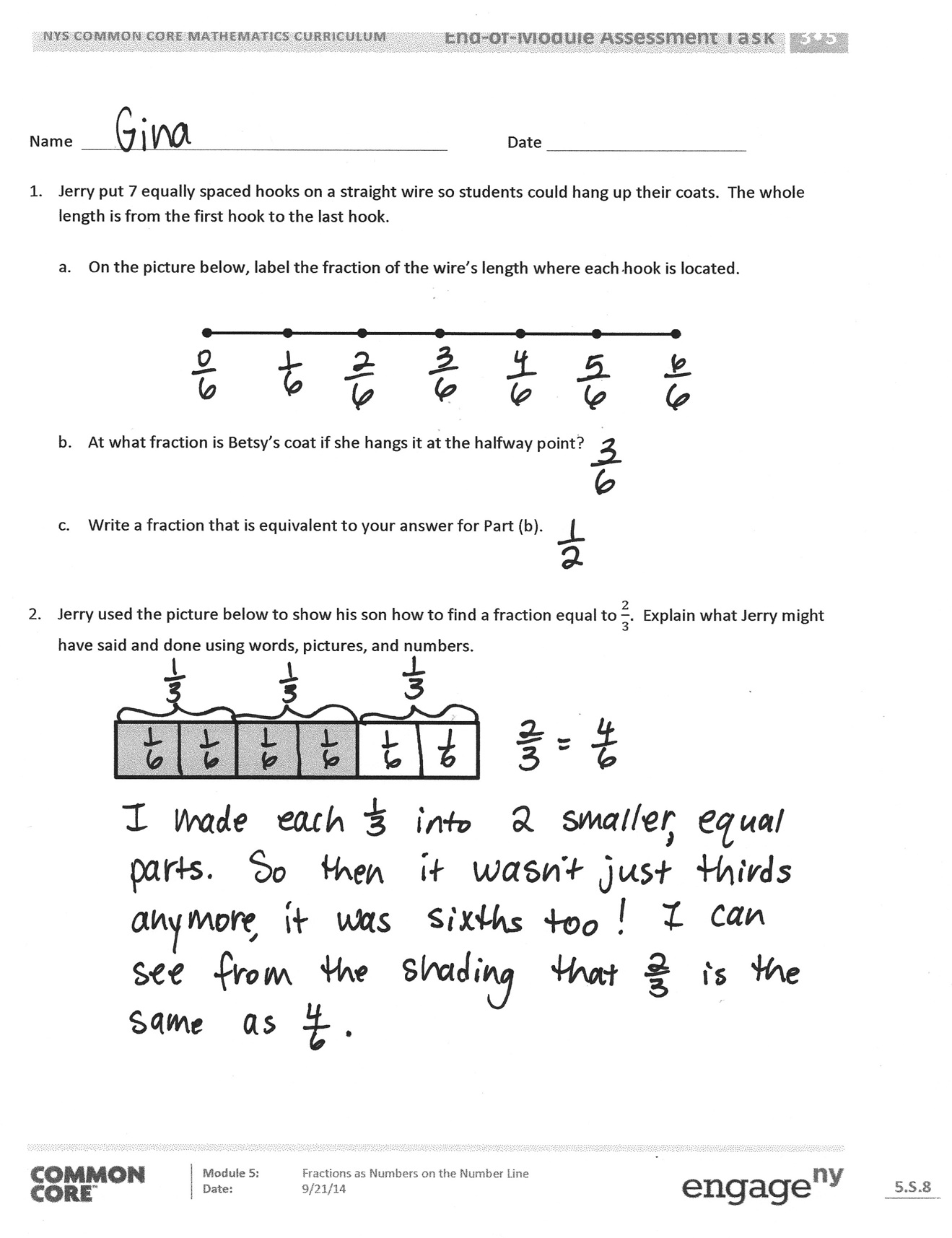
|  |
| --- |
| End-of-Module Assessment Task (Topics A–F)  Standards Addressed |
| Develop understanding of fractions as numbers.  3.NF.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by *a* parts of size 1/*b*.  **3.NF.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram.  a.Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.  b.Represent a fraction *a/b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.  3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.  a.Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.  b.Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.  c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line*.  d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.  Reason with shapes and their attributes.  3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.  *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.* |

**Third Grade Module 5: End-of-Module Assessment Task Rubric**

**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1**  3.NF.2a  3.NF.3a | The student correctly answers 0 parts. | The student correctly answers **1** part. | The student correctly answers **2** parts. | The student correctly answers all **3** parts a, b, and c. (See below.) |
| 1. Labels the number line with sixths. 2. Identifies (or equivalent fraction) as the halfway point for Betsy’s coat. 3. Writes any fraction equivalent to , such as . | | | |
| **2\***  3.NF.3b  3.G.2 **3.NF.1**  Use this rubric to double score #2 (use the same rubric for NF score and G score) | The student does not demonstrate any understanding of finding equivalent fractions. | The student shows some evidence of finding equivalent fractions. | The student explains how Jerry would find an equivalent fraction, uses only 1 method (words, numbers, pictures) OR explanation is unclear. | The student explains how Jerry would find an equivalent fraction using 2-3 of 3 methods (words, pictures, numbers.)  (For example, draws smaller equal parts on the diagram, shows a fraction equal to 2/3, etc.) |
| **3\***  3.NF.3d  **3.NF.1** | The student does not demonstrate understanding of the meaning of the question and does not produce meaningful work. | The student may say that the son has eaten more, but does show some understanding. | The student identifies that Jerry has eaten more of his granola bar, but the explanation is unclear or uses only 1 method (words, pictures, numbers). | The student clearly explains that Jerry has eaten more of his granola bar using 2-3 of three methods (words, pictures, numbers). |
| **4 \***  3.NF.2a, b  3.NF.3a, b, c, d  **3.NF.1** | The student correctly answers **0** of the 3 parts. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the 3 parts. | The student correctly answers all **3** parts, a, b, and c. (See below.) |
| 1. Shows all of the fractions from up to numerically, including renaming the wholes. 2. Explains or of the whole roll was eaten using words, pictures, and/or numbers. 3. Uses words, pictures, and/or numbers to explain that is equal to . | | | |

**Third Grade Module 5: End-of-Module Assessment Task Key**



**Third Grade Module 5: End-of-Module Assessment Task Key (continued)**

